

The Effectiveness of Jigsaw Method in Developing Students' Reading Narrative Text at Vocational High School

Igun Lasona Dalas¹, Anita Fatimatul Laeli², Widya Oktarini³

¹English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember, Indonesia

²English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember, Indonesia

³English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember, Indonesia

Article Info

Keywords:

Keyword 1; Reading Comprehension

Keyword 2; Jigsaw Method

Keyword 3; Narrative Text

Keyword 4; Vocational High School

Article History:

Received : 22/01/2026

Revised : 22/03/2026

Accepted : 22/05/2026

Available Online:

31/07/2026

Abstract

This study aims to examine the effectiveness of Jigsaw Method on students' reading narrative text in SMK 2 Situbondo. The researcher uses jigsaw method to help the students' understanding in reading narrative text easily because jigsaw method is can help students to have question and discussion with their friends. The researcher using quasi experimental as a method and conduct test to collect data from pre-test and post-test. The researcher evaluates the impact of Jigsaw Method on students' reading comprehension through the average score of post-test after having treatment. Statistical analysis reveals significant improvement of reading comprehension through Jigsaw Method. The finding showed the mean score of experimental class was 65,80 and the mean of control class was 54,20. The researcher got 4,227 score for t-test. This method can create a positive learning environment, support cooperative learning and help students to gain skills. The Jigsaw Method is useful for learning English, especially in gaining understanding. Considering the benefits that students gain after applying Jigsaw Method to learn English, this method is also recommended for improving English language skill especially in reading comprehension.

Introduction

An educational institution called English language education teaches pupils in schools foreign languages. Students must master four basic abilities of English, there are speaking, reading, listening, and writing (Lisiana et al., 2021). Students' reading abilities, one of the four fundamental talents, are thought to be challenging for them to develop since they require an understanding of English grammar and vocabulary. Reading is the most

essential skill in the educational context as it can be the assesment for students general language ability (Brown H. & A Priyanvada, 2020).

Success in reading is very important for students. Both for academics and vocational achievement. After seeing this usually there are some reasons why someone reads. First, they often have reading as one of their most important goals. They want to be able to read information and pleasure, for their career, and for the study purposes. Second, written text serve various pedagogical purposes. In reading, there are many kinds of reading that differentiated by the purpose itself. According to (Safitri & Melati, 2023) there are several types of reading such as skimming, scanning, interactive reading, critical reading, reading ability, reading comprehension and things related to that. Because reading is a tedious activity to be done by most students and the lack of students motivation in reading is the reason why reading activities do not appeal to some students (Nurdianti et al., 2019). A reading skill can be described as a cognitive ability, which a person is able to use when interacting with text (Hafifah & Wiranegara, 2023). In reading, students are expected to read kinds of text such as : descriptive text, recount text, narrative text, report text, procedure text, and functional text such as: advertisement and notice.

Narrative text is a pieces of text which tell a story and, in doing so, entertain or inform the reader or listener (Rosyida et al., 2022) . In narrative text, the students often feel bored because the teachers sometimes ask the students to translate the story whereas it is ineffective methods making students understand to read the text. Absolutely, the student could not enjoy the text itself. Every method has its own features and weakness. Also, to minimize these problems, students should be a center activity of teaching and learning process. (Khairunisa et al., 2019) says that in jigsaw, most of working group include procedure whereby students share information they have gathered with group mates and many cases, with the class as a whole. Students are quizzed on all topics and the quiz scores are averaged to form team scores. Therefore, if the team is to succeed, team members must not only accomplish their subtask but also do a good job of sharing information with their teammates.

Reading is a fundamental skill for academic success, and it encompasses several sub-skills, including comprehension, interpretation and critical thinking (Zulyanis, 2018). In the context of language learning, reading helps students acquire vocabulary, understand grammar and develop overall language proficiency (Evenddy et al., 2021). By reading, the

learners could take the ideas and information from the text. Another statement from (Saud et al., 2024) Reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist object. Reading also can not be separated from comprehension. Comprehension can be said as the core point of reading. Comprehension is the process of deriving the meaning form connected text (Mashudi, 2018). In addition, Reading is the attempt to comprehend, evaluate and recognize the authors ideas in a reading text (Astiantih et al., 2022).

It means that reading comprehension is an active process to recognize and to construct the meaning that thee author wishes to communicate through the text. Jigsaw Method is one of effective learning method which popular to apply in English teaching and learning which can actively develop students' teamwork. According to (Afandi et al., 2023) Jigsaw is designed to increase students' sense of responsibility towards their own learning as well as the learning of others. The jigsaw method techniques also is effective and applicable for high school students (Fransiska, 2020) The purpose of the study was to determine the use of jigsaw technique and the improvement of students' reading skills in reading recount textt and the challenges of students in reading. In this previous study, the data colection using questionnaires, pre-test and post-test. Questionnaires were distributed to see the challenge faced by the students when reading recount text, while the pre-test and post-test were to determine the effectiveness of the jigsaw technique to improve students' reading ability in reading recount text. In addition (Fajria, 2022) explains that Jigsaw Method is one of learning method that is very simple to be applied and increase the enjoyment of learning. In this study, the data analysis techniques was based on questionnaires, student ability test results, and observation sheets which were then analyzed descriptively and qualitatively.

Based on the explanation above, the researcher conclude that jigsaw method is a suitable learning method for assesing students' capacity to comprehend the text. The researcher uses jigsaw method to help the students' understanding in reading narrative text easily because jigsaw method is can help students to have questions and discussions with their friends. The jigsaw method is a cooperative learning in which student work in small groups. Thus, student will help each other to understand and get the meaning of the text. Students will have cooperation to solve their problem about difficult word, new vocabularies, grammar, etc. The researcher will conduct test to collect data from pre-test

and post-test. The data is used to see the students' initial ability to comprehend the narrative text. However, the focus of this research is the jigsaw method on students' reading comprehension at vocational high school level.

Method

This research using quasi experimental as method in quantitative approach. This aimed to identifying the effectiveness off Jigsaw Method on reading narrative text at SMK 2 Situbondo. This research conducted on April 2025. The population of this study consist of 10th grade enrolled in 2025 academic year. The researcherr conduct the pre-test and post-test for X Akuntansi 2 as experimental class and X Akuntansi 1 as control class. The students were divided into 5 groups as home group randomly and it separated again to the expert group by counting one until five.

The student who got number one in first home group gathered with other student number one with other home group and so on. The narrative text were given to the students as a topic for applying the jigsaw method. The title of the text that use as treatment is "Snow White" which consist of six paragraphs. The expert group that has been divided are discussing part of the text. The first expert group are discussing first paragraph, the second expert group are discussing the second paragraph, the third expert group are discussing the third paragraph, the fourth expert group are discussing the fourth paragraph, and the last expert group are discussing the fifth and sixth paragraph. And after discussing with expert group, the students move to their home group to share their result of discussion. And then, one of them that from home group must re-telling the whole story of "Snow White" in front of the class. While in control class, the treatment was using group discussion with the same text entitled "Snow White" and one of the students had to understand the whole text and retelling the story in front of the class. The instrument of this study was reading score in multiple choice with four alternative answer (a,b,c, and d).

The validity of the instrument was ensured through 25 multiple choice test. The reliability of the instrument revealed a high reliability score of 0.785 exceeding the required threshold of 0.70 indicating that the instrument was consistent and reliable. The technique of data analysis including descriptive statistic to present the score distributions, followed by normality test, homogeneity test, and independent sample t-test. An independent sample t-test revealed that there is significant difference on students' reading score between experimental class and control class. This test were essential in validating the hypothesis and ensuring that any observed effects were the result of the treatment applied. Based on the

result, the methodological framework of this research was designed to analyze and assess the effect of Jigsaw Method on students' reading narrative text providing with quantitative data to support pedagogical recommendation in EFL learning environments.

Findings and Discussion

Based on the findings, it has several results that supports the determination of significance in the result of research conducted by the researcher. As below are the results of the analysis for descriptive statistics.

Table 1. Descriptive Statistic

	Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PREEKS	25	30	65	1290	51,60	2,036	10,178	103,583
POSEKS	25	50	85	1645	65,80	1,886	9,430	88,917
PRECON TROL	25	30	75	1300	52,00	1,826	9,129	83,333
POSCON TROL	25	35	70	1355	54,20	1,993	9,967	99,333
Valid N (listwise)	25							

Based on the table above, the lowest score in the pretest of experimental class was 30 and the highest score was 50 with an average score 51,60. And the posttest of experimental class was 50 for the lowest score and the highest score was 85 with an average score 65,80. In the control class, the lowest score of pretest was 30 and the highest score was 75 with an average score 52,00. And the posttest of control class was 35 and the highest score was 70 with an average score 54,20

This study also goes through several steps to get significant and valid results in order to know the final result of the study. The normality test is used to know whether the data, in experimental class and control class has the normal distribution or not. In this research, the researcher use statistical computations using SPSS version 25. The teste of normality employed was Shapiro-Wilk. While the criteria of acceptance or rejection of normality test are follows : H_0 is accepted if $\text{sig} > \alpha = 0.05$ and H_a is accepted if $\text{sig} < \alpha = 0.05$. The hypothesis for the normality test are formulated as follows: H_0 : the datas are normally distributed. H_a : the data are not normally distributed. Therefore, the result of normality test are shown as below.

Table 2. Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	KELAS	Statistic	df	Sig.	Statistic	df	Sig.
HASIL	PRE-EKS	,115	25	,200*	,940	25	,147
	POST_EKS	,174	25	,050	,944	25	,181
	PRE_CONTROL	,146	25	,177	,945	25	,196
	POST_CONTROL	,143	25	,198	,948	25	,227

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it can be concluded that the significance of pretest and posttest for the experimental class were 0,147 and 0,181 so it can be said the datas were normally distributed and the significance of the pretest and posttest for the control class were 0,196 and 0,227 so it can be said that the data were normally distributed.

After got the data which have the normality distribution, this research was done the homogeneity test in order to know whether the dataa is homogeneous or not. In this research, the researcher using SPSS version 25. The test of homogeneity employing Lavene Test. While the criteria of acceptance or rejection of homogeneity test are H_0 is accepted if $\text{sig} > \alpha = 0.05$ and H_a is accepted if $\text{sig} < \alpha = 0.05$. The hypothesis for the homogeneity test are formulated as follows: H_0 : the variances of the data are homogeneous. H_a : the variances of the data are not homogeneous.

Table 3. Normality Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
HASIL_BELAJA R	Based on Mean	,447	1	48	,507
	Based on Median	,580	1	48	,450
	Based on Median and with adjusted df	,580	1	46,994	,450
	Based on trimmed mean	,494	1	48	,485

Based on the table above, it can be concluded that the result of the data significance based on mean 0,507, based on median 0,480, based on median and with adjusted df, and based on trimmed mead 0,450. The indicator test can be said homogeneous that if $\text{sig} > \alpha =$

0.05. It means that the result of the data above were significantly homogeneous.

The final step is to analyze the result of the post-test score after having treatment for both experimental class and control class.

Table 4. Group Statistic

Group Statistics					
	KELAS	N	Mean	Std. Deviation	Std. Error Mean
HASIL_BELAJAR	POST_EKS	25	65,80	9,430	1,886
	POST_CONTROL	25	54,20	9,967	1,993

Table 5. Independent Sample T-test

Independent Sample T-test										
		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
HASIL_BELAJAR	Equal variances assumed	,447	,507	4,227	48	,000	11,600	2,744	6,083	17,117
	Equal variances not assumed			4,227	47,853	,000	11,600	2,744	6,082	17,118

Based on the table above, the mean of experimental class is 65,80 and control class is 54,20. And for the Sig. (2-tailed) is $0,000 < 0,05$. It means that H_0 rejected and H_1 accepted based on the basis decision of making in the independent sample t-test. Then it found that t-count value was $4,227 > t$ table (1,677) based on $\alpha=0,05$ from t-distribution table. Based on

the basis of decision making through the comparison of t count value and t table, it can be concluded that H_0 rejected and H_1 accepted. It means that there is a significance difference on students' reading score between experimental class and control class. Therefore, it could be concluded that there is effect on students' reading comprehension on narrative text through jigsaw method.

The significant improvement in the reading test of the experimental class supports with the result of the hypothesis that Jigsaw Method greatly affect students' reading comprehension. Jigsaw Method can be interpreted as one of the effective learning method to use that the students become more active and can help each other to gain maximum result. This findings align with the previous research (Fransiska, 2020) statement which is similarly indentified the Jigsaw Method as an effective cooperative learning strategy to improve reading comprehension. This indicates that all of team members must not only accomplish their subtask but also do a good job of sharing information with their friends. It can be concluded that Jigsaw Method makes the students more compact, talkative, and they got new information from reading the story and also from their classmates This result are consistent with previous studies (Khairunisa, 2019) that demonstrate the effectiveness of cooperative learning methods, especially Jigsaw, in promoting reading comprehension and leaner autonomy.

However, it is important to note that the sucess of the method also depended on how well it is implemented. Factors such as teachers' ability to manage group dynamics, the clarity of instructions, and the quality of the materials provided significantly influence outcomes. In conclusion, the discussion of the results confirms that the Jigsaw method is an effective instructional strategy for enhancing students' reading comprehension of narrative texts. It facilitates cooperative learning, improves engagement, and promotes deeper understanding. The effective implementation of this method requires careful planning, clear instructions, and appropriate selection of materials by the teacher. Teachers are therefore encouraged to incorporate the Jigsaw method into their reading instruction, particularly for narrative texts, to foster both academic achievement and collaborative skills among students. This demonstrated that the research question had been resolved.

Conclusions

The researcher came to the conclusion that the usage of Jigsaw Method greatly affected learning process and outcomes of the students in experimental class especially in

reading comprehension. It was established through the research that the students growth in experimental and control class differed significantly.

In addition, the experimental class who were given a treatment shown that the increasing of motivation, participation, and discussion to each other. The collaborative structure of the Jigsaw Method allowed students to share and clarify information, contributing to better vocabulary acquisition, interpretation of text structure, and understanding of the story content and moral messages. Therefore, Jigsaw Method can be considered as an alternative learning method for the teacher seeking to improve their students' reading comprehension particularly in English as a Foreign Language classrooms. The researcher concluded that the Jigsaw Method has proven to be a beneficial instructional strategy that supports student-centered learning and boosts reading comprehension outcomes. It creates a supportive learning environment that fosters teamwork, critical thinking, and active engagement with the reading material.

REFERENCES

- Afandi, M. D., Authar, N., Djuwari, D., Saputri, T., & Anshari, M. A. A. (2023). *Implementation of Jigsaw Technique in Vocabulary Acquisition*. Exposure : Jurnal Pendidikan Bahasa Inggris, 12(2), 320–338. <https://doi.org/10.26618/exposure.v12i2.12720>
- Astiantih, S., Ode Muh Idrus Hamid, L. B., & Nurul Pratiwi Sofyan, W. (2022). *Improving Reading Comprehension by using Experience Text Relationship (ETR)*. ELS Journal on Interdisciplinary Studies in Humanities, 5 (2), 2022. <https://doi.org/10.34050/elsjish.v5i2.21150>
- Brown H. & A Priyanvada. (2020). *Language Assesment Principles and Classroom Practices 2 | | Third Edition*. 245.
- Evenddy, S. S., Nurlaly, L., & Marfu'ah, M. (2021). *Reading Comprehension Test and Its Challenges In Students' Perspective*. Loquen: English Studies Journal, 14(1), 40. <https://doi.org/10.32678/loquen.v14i1.2734>
- Fajria, S. U. N. (2022). *The Implementation of Jigsaw Strategy in Teaching Reading for the Students of Teaching Reading for the Students of*.
- Fransiska, D. S. N. A. (2020). *Developing Reading Comprehension by Using Jigsaw for High*. English Empower, 01.
- Hafifah, N., & Wiranegara, D. A. (2023). *Enhancing Students' Reading Comprehension*

- Ability on Narrative Text Through Storytelling and Jigsaw Technique*. In English Edu: Journal of English Teaching and Learning (Vol. 2, Issue 2). <https://doi.org/10.18860/jetl.v2i2.3244>
- Khairunisa, A., Rosnija, E., & Rezeki, Y. S. (2019). *Improving Students' Reading Comprehension on Romance Narrative Text by Using Jigsaw*. Jurnal Pendidikan Dan Bahasa. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/32299>
- Lisiana, D. S., Yelliza, Y., & Putri, D. M. (2021). *The Students' Difficulties in Reading Comprehension at Vocational High School in Padang*. Horizon, 1(4), 757–765. <https://doi.org/10.22202/horizon.v1i4.5078>
- Mashudi. (2018). *Strategi Pembelajaran Kooperatif Tipe Jigsaw Versus Pembelajaran Langsung*. Edudeena: Journal of Islamic Religious Education, 2(2), 149–162. <https://doi.org/10.30762/ed.v2i2.724>
- Nurdianti, S., Rosita, R., & Fadloeli, O. (2019). *Improving Students' Reading Comprehension Through Reciprocal Teaching Strategy on Narrative Text*. PROJECT (Professional Journal of English Education), 2(2), 131. <https://doi.org/10.22460/project.v2i2.p131-139>
- Rosyida, U. F., Rifa'i, A. M., & Warsiyah, W. (2022). *The English Text Types Applied In English Textbooks For Students of Islamic Education Department*. TA'DIBUNA: Jurnal Pendidikan Agama Islam, 5(1), 1. <https://doi.org/10.30659/jpai.5.1.1-10>
- Safitri, N. T., & Melati, M. (2023). *EFL Learners' Reading Comprehension Level: What Do They Portray?* Scope: Journal of English Language Teaching, 7(2), 247. <https://doi.org/10.30998/scope.v7i2.16359>
- Saud, J., Izomi, M. S., & Hariyadi, A. (2024). *RETORIKA: Jurnal Ilmu Bahasa Enhancing Students' Reading Comprehension Quality Using the Jigsaw Method: A Case Study of Students in Universities*. 260–273.
- Zulyanis, F. (2018). *The Effect of Using Jigsaw Technique on Students' Reading Comprehension in Narrative Text At the Ninth of Islamic Junior High School of Madrasah Tarbiyah Islamiyah (MTI) Agam Regency*. UIN SUSKA RIAU.